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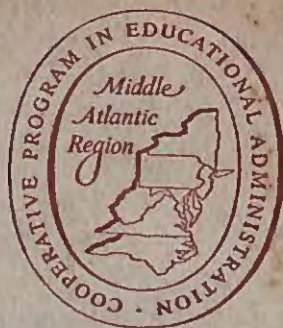
CPEA SERIES

The

Workshop Handbook

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A Manual for School Administrators, Professors

of Educational Administration and Their Associates

The
Workshop
Handbook

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Preface

This handbook on education workshops is the second in a series published by the Cooperative Program in Educational Administration, Middle Atlantic Region. It includes practical suggestions for planning and conducting workshops, based on the extensive experience of the authors. It also includes the suggestions of many school administrators who responded to a request for suggestions in writing or who gave their ideas in interviews.

We believe this handbook will help school administrators and their associates to plan and conduct educational workshops in their communities with or without the help of universities or colleges. Likewise we feel that the handbook will assist professors of educational administration and their associates in conducting workshops sponsored by universities either on campus or in the field.

The authors wish to thank the many school administrators who responded with suggestions in letters or in conferences. Most of all we are deeply grateful to the hundreds of workshoppers who through the years have given us the experience that makes this handbook possible.

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Contents

Chapter 1

The Story of 4 Workshops

Four workshops are described in this chapter. Three of them are true stories although the real names of the communities have not been used. The story of the continuing workshop combines features from a number of places which are named. The four types of workshops described are a workshop sponsored jointly by a public school system and a university, a workshop organized and carried on by a public school system without university assistance, a summer workshop conducted by a university, and the continuing workshop.

To avoid duplication, each story has been told with a slightly different focus to bring out elements in planning or conducting workshops. This focus will be called to the reader's attention at the beginning of each story.

The Birth of an Idea—Let's Look at Pleasantown's Workshop

Jim Smith has been superintendent of schools in Pleasantown for seven years. During that time the professional staff has developed great confidence in him, and the community has begun to take pride in its school system. Through the years teachers have wished that they had time to get together to work on their problems. A few months ago the Principals Council raised the question with Jim, as Smith is known to his associates, about providing some money in

1

the budget for an in-service program for teachers. Jim thought the idea a good one but wondered what the board of education would think of it.

Then a near-by university held a conference for school board members. Jim Smith and several of the board members were there. At the conference the statement was made that many school districts were earmarking a certain percentage of the budget for in-service growth of teachers. On the way home from the conference this idea was batted back and forth. The board members began to feel that other school districts were alert in providing in-service help to teachers, and they resolved that something would be done about Pleasantown at the next board meeting.

During the next few days telephone lines were busy. Jim Smith's office, always open to those who needed to see him, was used often by board members and faculty as the idea of developing an in-service program was discussed informally. At its next meeting the board expressed a willingness to include an item in the budget for the in-service growth of teachers. But Jim realized that he didn't know the most effective way of spending the money once it was allocated. Neither did he have a very good idea about how much money would be needed to produce results.

He turned for help to the university where he had done his graduate work. "How much money will it take to carry on a program which will help our teachers to do a better job of teaching and what would you recommend as an effective way of producing results?" This was the kind of service the university was well equipped to render through its Center for Field Services. From a series of conferences between representatives of the Pleasantown public schools and the School of Education's Center for Field Services, a plan emerged for a local public school workshop. It was to be coordinated and staffed by the university once it was planned cooperatively with the Pleasantown public schools. The sum of $2,000 was approved by the board of education to finance the project. Attendance was to be voluntary. No university credit was to be granted, but the State Education Department agreed to grant

certificate renewal credit. A contractual agreement was entered into with the university's Center for Field Services whereby the university agreed to furnish a workshop coordinator from its faculty and other faculty members needed to staff the workshop, as well as to supply resources needed by the workshop such as occasional speakers for general sessions and materials for use by the participants.

One of the major steps in the early stages of planning was to determine the problems to be studied in the workshop. The need for a permanent planning committee representing each school in Pleasantown was apparent. This planning committee was appointed by the superintendent. (Some school systems work through the local teachers organization for selection of similar committees.) The planning committee, as soon as it was named, became the official policy-making body for the development of the workshop. It included the superintendent and a representative of the Principals Council as well as a delegate from each school, who in all cases was a classroom teacher.

The planning committee decided that some discussions needed to take place before teachers were polled about their interests. Each school under the leadership of its planning committee representative and with the cooperation of the principal of the school, held a faculty meeting to discuss the workshop idea. Teachers were enthusiastic and began to suggest problems for study. They were relieved to find it would not be necessary to travel long distances to earn certification credit during the next school year. Planning committee members listened, visited informally with teachers for a week or so, kept notes on ideas proposed, and then sat down as a committee to draw up a questionnaire which would represent ideas expressed by various teachers as they had talked over the workshop.

At this point the planning committee faced a dilemma. They had concluded from talking to the university people that workshops usually clicked better if they were organized around broad problems of education, such as rearing children in an anxious age,

democratic classroom practice, emotional needs of children, and the like. As the planning committee listened, however, they found teachers interested in such specific problems as teaching reading to slow learners, using maps and charts in social studies, and maintaining better discipline.

What to do? How would teachers respond if the questionnaires didn't include what they said were their problems? How would the university people feel about a questionnaire limited to such specific everyday problems? They talked, debated, and finally hit upon a solution. Why not include both kinds of problems? So they made up a list of problems labeled Problems of General Interest to All Teachers and a list labeled Problems Relating to Subject Matter and Skill Areas. The questionnaire stated that the workshop would give attention to both kinds of problems. The most specific ones might form the content for the small work groups and the broader ones the content for general sessions or for any groups wanting to pursue their studies along these broader lines. Each teacher interested in participating in the workshop was asked to check his first three choices in each list with the assurance that the organization of the workshop would include those areas which were of enough interest for a group to be formed. The questionnaire also included a proposed schedule so that anyone registering an interest in the workshop would know in part what to expect. The general plan which was developed called for eight sessions of the workshop which divided a five-hour period after school as follows:

4:00–5:00	General sessions to discuss topics of broad universal interest. Resource people from the university scheduled to talk or to lead discussions
5:00–6:00	Small work groups to consider problems and special interests of members of the group
6:00–7:00	Dinner and relaxation in the school cafeteria
7:00–8:30	Meetings of work groups continued
8:30–9:00	Sharing and reporting to total group by work groups, or workshop committee meetings

The theme selected for the workshop was Better Teaching—Better Learning in Pleasantown.

We note as we review the development of the workshop that before a single session was held almost everyone in the school system had been involved in the planning. This was accomplished by gradually expanding the circle of planners. First, the need for financing in-service education was discussed by the superintendent and the principals. In these discussions principals often quoted teachers, but teachers were not directly involved. Next the board of education became interested and funds for in-service education were assured. Then the superintendent expanded the advisory group to include some teachers. Then help was sought from a university. After preliminary discussions the planning committee, which was to function throughout the workshop, was named. This committee immediately called on all teachers, in effect saying, "Here is the skeleton idea of what has been suggested. What do you think of it? If you approve, what sort of live tissue do you want to see added to make this skeleton come alive for all of us?"

The planning covered a span of four months. It began in February and by the end of May the plans were set and ready to be implemented with the beginning of the next school year. Eight five-hour sessions were planned, spaced from October through February. Thus forty hours were to be spent by each individual in considering the problems important to him and to Pleasantown's schools.

This story illustrates one way of getting a local public school workshop started. Other ways will be described in the other stories. This way worked for Pleasantown. About half of the teachers— one hundred—joined the workshop and they were representative of all levels and functions of the school system. Approximately thirty high school teachers and sixty elementary school teachers became members, and the rest were principals and specialists. Since the workshop is in operation as this is being written, the outcomes cannot be determined at this time. But the spirit of good will, hard work, and earnestness cannot be missed as one attends the workshop sessions. Again and again one hears remarks like these:

We certainly have an unusually alert board of education to make this opportunity available for us.

I've been trying out some of the ideas about reading and they work.

It's been great to get to know the people at the university better. Before, Dr. Buchanan was just a name to me.

(And from a parent) Our teachers are really generous in giving all this extra time to help our children.

A School System Decides to Improve—Let's Look at Middleville's Workshop

The Middleville schools workshop is an example of another kind of workshop—the kind which is organized and carried on without the help of a university or college. It carried no credit toward degrees and therefore no marks were given. This relieved the pressures on teachers to work for grades. Workshop attendance did boost the participants one step on the salary scale of the school system.

Middleville's school system was known to have had excellent leadership for twenty years. It was a good school system. Teachers received better than average salaries and their experience and training were better than average. The arrival of a new superintendent, upon the retirement of the superintendent of schools, was the signal for considerable stock-taking within the school system and the community.

Some critics felt that many teachers and principals had settled into a comfortable rut during the past few years. This view also was held by the officers of the teachers association. Working closely with this organization, the incoming superintendent and his associates began to ask, "What can we do which will help teachers to examine their classroom procedures with an eye for improvement?" These conferences continued for several weeks. The idea of a summer workshop seemed to hold the most promise for growth on the job. Since the compelling reason for going to summer school appeared to have been promotion on the salary scale, the teachers association felt the workshop probably would be of more help to teachers with their real

problems if it were free from college requirements and credits but did grant salary credit.

In January a committee was formed to plan and organize the workshop. The committee was composed of the professional growth committee of the teachers association, the superintendent of schools, and key people in the curriculum department. From the beginning the teachers association was co-sponsor with the board of education of the summer workshop.

The workshop planning committee had many problems to consider. Some of the more vital ones were the following:

Length of the workshop and desirable meeting dates
Problems of interest to those attending
Selection of staff
Housing the workshop
Establishing and maintaining communication with the teachers, the central office staff, the board of education
Publicizing the purposes and activities of the workshop
Enlisting cooperation of citizens interested in promoting public education

The professional growth committee found it necessary to establish liaison with building representatives of the teachers association so that tentative decisions might be checked for validity with teachers in each building. The central office staff representatives on the planning committee accepted a similar function as it related to board of education and central office staff members. Thus the problem of communication was in part solved by the composition of the planning committee.

The workshop planning committee worked as an over-all committee to formulate tentative recommendations which were then presented to the teachers, the board of education, and the central office staff for discussion. Most of the recommendations were accepted; some were modified before final decisions were made. Much give and take was apparent at this stage. Many meetings were held before members of the planning committee felt they were communicating effectively. Teachers at first were inclined to hold back their real feelings and thoughts. Central office staff members

seemed to feel that they were threatened at times by having teachers participate in the original planning. One purpose of the early meetings was to learn to talk together in such a manner that all felt secure. The agenda of each meeting was developed from the committee. Decisions were reached by consensus. Gradually each member began to feel that his opinions counted. The meetings represented training in group processes that were used in the workshop itself.

The workshop plan that emerged had the following features: It was to last five weeks and to be housed in one of the junior high schools which was centrally located with adequate parking space and facilities; it was to begin the Monday after school closed; the workshop day was to be from nine until three o'clock. Each teacher attending was to receive a small scholarship from the board of education and was to advance one step on the salary scale after the workshop was completed.

Teachers tentatively planning to attend the workshop were polled for problems they wished included in the program. The following areas were selected as representing the concerns of the participants:

Secondary curriculum with emphasis on core program
Elementary curriculum with emphasis on reading and social
    studies materials
Human relations
Human growth and development
Democratic school living
Home-school relations
Arts and crafts

The workshop planning committee decided quite early that a major function of the workshop should be the development of leadership within the school system. They canvassed local resources to discover individuals who could assume leadership of the various work groups and also decided to invite three individuals from outside the school system to join the staff as consultants. Seven members of the staff were from the Middleville school system.

Another method for developing leadership was hit upon. Like all workshops, this one needed several committees to plan and carry on the various workshop functions. The planning committee asked

seven classroom teachers to serve as assistant staff members. Each of the seven chaired one of the committees and assumed other leadership functions in the workshop. The committees and their functions were as follows:

▶ *Planning Committee:* To plan the program of the workshop week by week and day by day when necessary. The committee consisted of one representative from each work group, one from the staff, and one from each of the other workshop committees.

▶ *General Sessions Committee:* To plan general sessions so they relate to over-all purposes of the workshop. To arrange for the general sessions, invite speakers, introduce them.

▶ *Publications Committee:* To plan and produce a news sheet for the workshop. To keep in touch with local newspapers and radio stations to secure publicity for the workshop.

▶ *Evaluation Committee:* To carry on continuous evaluation of the workshop and to summarize findings at the end of the workshop.

▶ *Social Committee:* To promote good fellowship and fun and to make arrangements for any special social events.

▶ *Library Committee:* To plan, set up, and operate the workshop library.

▶ *Visitors Committee:* To invite interested individuals to visit the workshop and to help them feel at home while visiting.

Teachers were invited about a month before school closed in June to sign up if they wished to attend the workshop. At that time they indicated a first, second, and third choice of committee membership as well as work groups. Many of the committees needed to begin work before the workshop started. Most of the workshop participants were thus involved in actual preparations for the workshop.

As a result, when the workshop started, the library was already organized and ready for self-service. The first issue of *The Workshopper,* the publication of the workshop, greeted members on the first morning. General sessions for the first week had been planned and the social committee was on hand with name tags, song sheets, and plans for a get-acquainted party during the first week. This type of involvement in preparations is possible in a workshop serving only one school system.

Another feature of the Middleville workshop was the participation of a number of laymen including representatives from the Parent-Teacher Association Council, the Junior Red Cross, and the Women's Civic League. These people attended as faithfully as did the teachers. Approximately one hundred teachers representing about two-thirds of the Middleville schools participated. Two junior high schools sent teams of teachers to develop plans for the coming school year. Many teachers who were to begin teaching in Middleville the following fall enrolled and found the workshop an excellent means of becoming oriented to the system. Seven members of the central office staff participated in addition to those who were members of the workshop staff.

The visitors were another feature of the workshop. Through the diligent efforts of the visitors committee many people from the school and community were invited to come and spend a day in the workshop. This developed closer relationships between school and community, since parents and teachers joined forces to provide better schools for the children.

What were the outcomes of the workshop? Of those attending, 97 per cent felt they had improved their qualifications as teachers. Many new friendships were made in the workshop. Although all taught in the same school system, many had not known each other. Ninety-five per cent found something in the workshop which was of practical value in their classroom work. Here are some of the comments about the workshop:

I developed unexpected appreciations of groups and people.

I have joined two women's civic organizations as a result.

Happy fellowship, rich experience, extreme friendliness on the part of all.

I became better acquainted with many people.

I am watching my chances to practice better human relations.

I have a better understanding of and determination to use more democratic procedures in classroom and other groups.

I realize the importance of student growth needs and of individual problems.

I plan to have teachers meetings on the workshop plan.

The two teams of teachers from junior high schools developed

the kind of working relationships during the workshop that carried over into the school year. Each team had a series of planned voluntary meetings occurring once or twice a month during the school year for the purpose of continuing discussions initiated in the workshop. The Parent-Teacher Association representatives prepared a plan for a Human Relations Workshop, which was sponsored jointly by the Parent-Teacher Association and the school system and which met once a month during the following year. Many individual plans came to fruition. Perhaps the major outcome was a sense of accomplishment which comes from being able to say and feel, "This we did ourselves," and the feeling of warmth and friendship which grows out of working creatively together.

What about the financing of the workshop? The expense of the workshop, outside of time given by regular staff members of the Middleville schools, consisted of the salaries of the three consultants from outside the school system, the materials which were used, and the small scholarships paid to the participants. The staff members from Middleville schools were twelve-month employees. The fact that they accepted workshop assignment meant that they considered this the most important task to be done during that part of the summer. The building was available and unused in the summer. Janitorial staff was employed on a twelve-month basis so this was no additional expense. The cost of luncheons was paid by workshoppers. A sum of $25 was given each workshopper as a token payment for expenses of attending. The materials consisting of paper, arts and crafts supplies, and the like perhaps cost $500 for the summer. The board of education spent approximately $5,000 for the five-week period, an expenditure which was returned manifold in the quality of teaching which resulted.

A University Works for Teachers and School Administrators—Let's Look at University's Workshop

Two hundred workshoppers were chatting noisily as they waited in the auditorium for the summer workshop to begin. They

had come from as far west as California, from Texas and Okla-
homa, from the southern, the midwestern, and the eastern seaboard
states. All in all, thirty-six states and five foreign countries were
represented in the group. Some school systems had sent teams of as
many as seven or eight to work on a particular project. Many of
the two hundred knew no one and were self-consciously aware of
their aloneness. These sat aloof, wondering, "What is this work-
shop all about anyway? Wonder why my adviser recommended
this for me!"

All of the two hundred were enrolled in an enterprise called
Workshop in Educational Leadership. The workshoppers had
registered under several different course numbers. They would
receive eight graduate credits for six weeks of intensive work. The
workshop was housed in one of the public schools of the city, since
University lacked adequate facilities. The staff of fourteen was
composed of university faculty members representing seven differ-
ent departments. Also there were several visiting staff members,
most of whom came from active duty in the public schools.

At nine o'clock Dr. Andrews, who was the coordinator of the
workshop and chairman of the department of administration and
supervision, started the workshop rolling. He greeted the mem-
bers, asked workshoppers to identify themselves by states, intro-
duced the staff, and then said a few words about the workshop way
of learning. It was discovered that only thirty had had prior work-
shop experience. The rest were very hazy about what to expect.
Dr. Andrews explained that in a workshop as large as this one
ways must be found to develop a feeling of at-homeness within the
total workshop as well as to give workshoppers the opportunity to
have a continuous and intensive experience in a group small enough
for optimum working conditions.

The general assemblies held each morning at nine, the sociability
of the lunch hour, and the other social activities were considered
to be threads binding together the workshop. The work groups and
the committee activities were working experiences having continu-

ity and intensity. In addition, each workshopper was encouraged to tap the resources of the staff through conferences, visitation among work groups, and informal visits.

Workshoppers had received either through the mail or at registration a handbook describing the workshop way of learning. Reference was made to this statement in the first general assembly. A tentative schedule of a typical workshop day from nine to three was discussed. Workshoppers found out that the day was divided roughly into the following time blocks:

9:00–10:00	General assembly of total workshop
10:00–12:00	Work groups
12:00– 1:00	Lunch and relaxation
1:00– 3:00	Committee meetings, laboratory experiences in audio-visual and arts and crafts, library study, and conferences with staff members

Some questions were raised in the assembly. Answers were friendly, brief, and direct. Then workshoppers were instructed to meet in three sections to become organized into work groups. The ninety-seven who had registered under an elementary department course number constituted one section and met with the staff members from that department. Twenty-one workshoppers who had registered under a secondary department course number constituted another section which automatically became a work group because of its small size. The remaining eighty-two had registered under an administration and supervision department course number and constituted the section in administration and supervision.

And so another University summer workshop in educational leadership was on its way. This was the fifth summer. Each year the enrollment had increased until the numbers seemed to deny the possibility of realizing all of the dividends of workshop experience. The staff had faced this problem and had decided that with careful planning, a good deal of informality and flexibility could be maintained.

Since the same process was followed in organizing the three sec-

tions into work groups, let's follow one section through the process. The eighty-two people in administration and supervision left the auditorium and met in a room not quite large enough. But all of them did manage to squeeze in. One of the staff members, Dr. Hayden, chaired the meeting. He indicated that four staff members were available to work with this section and he stated briefly some of the major competencies and specialized interests of these four. He further stated that since the work groups are the heart of a workshop the participants should consider carefully the problem areas they wished to investigate during the summer.

This much orientation stimulated a lively discussion about why individuals had come. The beginning of a problem census was under way. By noon, the group realized that they had only scratched the surface of possible problems and interests. Someone suggested a continuation of the sectional meeting, but in a larger room, for the next day. Since no larger room was to be had, the group decided to return to the crowded room to finish the organization into work groups.

The next morning the discussion reflected the thinking that had taken place overnight. Most of the eighty-two had chosen a problem area they wished to investigate. About twenty wished to study school-community relations. Another twenty-five had chosen the curriculum planning and in-service education area. Fifteen wanted to investigate school building problems, and the remainder chose to study the role of the principal.

After the content areas of the work groups were agreed upon, one member of the staff became primarily responsible as a resource person for each work group. All understood, however, that the four members of the staff assigned to this section would work together as a team, that each work group could call upon any one of the four staff members for help or upon other staff members in the workshop, and that at times the entire section or parts of it might want to merge for discussion of a common problem. The schedule of the four work groups during the *fourth* week of the workshop shows how this flexible plan was implemented:

	GROUP 1 *Community Relations*	GROUP 2 *Curriculum*	GROUP 3 *Buildings*	GROUP 4 *Principalship*
MONDAY	Meet with Group 3 to discuss public support for building program	Regular meeting	Meet with Group 1	Regular meeting
TUESDAY	Regular meeting	Regular meeting	Meet in audio-visual room to learn techniques for telling a story of need	Regular meeting
WEDNESDAY	All groups meet together in cafeteria to discuss Initiating Curriculum Change			
THURSDAY	Meet with Group 4	Regular meeting	Regular meeting	Meet with Group 1 to discuss Tenure and Public Relations
FRIDAY	Regular meeting	Regular meeting	Regular meeting	Regular meeting

You will note that Groups 1 and 3 met only twice in regular work group sessions during the week whereas Group 2 met four times in regular work group sessions.

After the work groups were formed, each group had the task of surveying the scope of its problem and deciding upon ways of working. The group of fifteen who were studying school buildings decided they wanted to learn as much as possible about three phases of the area. They wanted to see good buildings, read about them, and talk with architects who had designed some modern elementary school buildings. They wanted to learn as much as possible about building requirements for a modern program of elementary education. They wanted to devise ways of interpreting building needs to the people who pay for the buildings. They decided that with only fifteen in the group, they would work as one committee for the most part.

The work group on curriculum planning, on the other hand, formed four subcommittees and agreed to spend at least half of their time working in these smaller groups of five or six people. The four subcommittees were on in-service education of teachers, initiating curriculum change, evaluating the program of a school, and using community resources to enrich the school program.

Each of the other two sections of the workshop devised similar

plans and organization so that by the end of the third day most workshoppers had a problem to study and had membership in a small group.

Let's turn our attention to the second general session of the workshop. On the morning of the second day, the workshoppers had begun to understand the degree to which this workshop depended on their planning and on their converting plans into action. Many felt a sense of adventure and were ready to pick up the reins immediately. Others felt lost. Nothing in their educational experience had prepared them for this type of endeavor. They felt incapable of accepting the chance given them and were painfully aware that they were expected to go ahead on their own. They were plagued with feelings of guilt because they couldn't.

The second general assembly helped the workshoppers to face this problem. One of the staff members, a person who had much experience with group processes, made a few remarks about ways of working together. She encouraged confidence and relaxation by pointing out how little we know about ways of working together and how great is our opportunity in a workshop to find better ways. Each member was encouraged to be a cooperating pioneer in this endeavor. Then the question was raised, "What committees are needed to serve the workshop?" At this point the workshoppers were asked to "buzz" for a few minutes about the committees which were needed with six or seven others sitting close enough so that heads could be put together. After a few minutes of buzzing, each group suggested one committee and stated in a few words the function of the committee as the buzz group had discussed it. In fifteen minutes the following committees had been suggested:

Planning Committee
General Sessions Committee
Library Committee
Audio-Visual Aids Committee
Folk Dancing Committee
Evaluation Committee
Lunchroom and Social Committee
Publications Committee
Trips Committee
Bulletin Boards and Exhibits Committee

Workshoppers were asked to think about which committee they would like to join and a time was placed in Wednesday's schedule for all committees to meet. Each committee had the services of at least one staff member as a consultant. One function of the staff member was to amplify and clarify the responsibilities of the committees. Some additional discussion was needed to clearly define the work of the planning committee. Time was placed in the schedule for a planning committee meeting each Wednesday afternoon. Each work group and each committee was asked to send a representative who would bring the plans and suggestions of the body he represented. All staff members attended the meeting, at which all the plans for the coming week were coordinated into a weekly schedule. *Providing enough structure to give unity and enough flexibility to allow for creativity was one of the toughest jobs in the workshop.*

From this description we see that by the end of the third day of the workshop the basic organization had been accomplished. Committees for special functions and short-lived groups sprang up as the need arose, but the permanent groups were formed and had begun operating. This came about by breaking the large group into smaller groups step by step, with a resulting common interest and manageable size, and by recognizing the need of the workshop for both unity and diversity and then step by step working out ways to achieve them.

Perhaps you are asking: "How were arrangements made for this workshop?" The summer workshops of University are the result of months of planning among departments in the School of Education. The Workshop in Educational Leadership is sponsored and conducted by three or more departments including Administration, Elementary Education, and Secondary Education. Each October the coordinator begins to plan budget and personnel needs with other departments. The budget which may be spent for instructional costs is limited to 75 per cent of the tuition paid by workshoppers. A maximum enrollment is decided upon and plans are made in terms of this number. Thus for a workshop of two

hundred, carrying eight points of credit at $20 per point, the budget would be 75 per cent of $32,000 or approximately $24,000. This budget covers instructional costs, rental of building, and equipment and supplies.

The university assigns to the workshop one basic staff member for every twenty students. The staff must also include specialists in arts and crafts and audio-visual materials, a librarian, perhaps a person with a music specialty. All staff members are expected to be skilled in the use of workshop techniques and methods.

These considerations take much time. They require interdepartmental cooperation and coordination. A leaflet describing the workshop must be prepared and circulated. Appropriate course numbers must be assigned for credit purposes. Materials must be requisitioned. A degree of coordination between the workshop and regular summer courses must be preserved. Staff harmony and diversity must be considered. The workshop is a cooperative project which gives departments within an institution a chance to soften departmental lines and to learn cooperative ways of working together. In this way the workshop endeavor is of great value to the university that is organizing it and carrying it on.

Working Together the Year Round—Let's Look at Continuing Workshops

The continuing workshop is another kind which varies in its approach from those already described. The same principles and practices apply as have been described in the preceding illustrations. A year-round workshop has specialized functions and unique opportunities, however. Participants have a laboratory in which to try out ideas and then share results. The activities of the work groups have a chance to grow and to change direction because of the time span involved in a year-round program. Perhaps the pace of a year-round workshop is not as intensive since more time is available.

Wayne University has pioneered in the year-round workshop. For twelve years a staff of people, two of whom have been continuously on the staff, have offered a workshop for graduate students which meets once a week for four hours. From this experience have come two books, *The Workshop Way of Learning*[1] and *Education and the Nature of Man.*[2] Karen Horney says of the workshop, " . . . a practical and living example of mutual teaching and learning. . . . "

Another approach to the year-round workshop is that of the Battle Creek, Michigan, public schools. This workshop is organized for the teachers and it is "centered upon problems of concern to local teachers and curriculum committees within the school system." The workshop is on a cooperative basis with state colleges and universities so that teachers may receive residence credit, within certain limitations, for graduate work from any of several institutions. The cooperating institutions furnish consultants in those areas being studied, and the local school system also designates a local consultant. Some areas studied are mental health, children's attitudes, audio-visual materials, and organizing classroom experiences.

A unique year-round workshop was one at Chattanooga, Tennessee, jointly sponsored by the public school system and New York University. The community was committed to build a twelve-year community school for Negroes. As discussions were held and plans were being made for the building, the committee planning the building "discovered that it could not separate its thinking on physical structure and the educational program."[3] They discovered, furthermore, that all those using the building had to be a part of the curriculum planning if the school was to serve its purpose. From the discussions a plan was evolved whereby an outstanding leader in curriculum planning was asked to serve as con-

[1] Earl C. Kelley, *The Workshop Way of Learning*. New York: Harpers, 1951.
[2] Earl C. Kelley and Marie Rasey, *Education and the Nature of Man*. New York: Harpers, 1952.
[3] Chattanooga Public Schools, *Our Project: Better Education in Our Schools*, 1951, p. 4.

sultant to the group that was to use the building. A workshop was the method used to launch and develop the study.

The plan worked like this. The consultant from New York University went to Chattanooga early in December to acquaint himself with the city, the staff, and the problems relating to curriculum improvement, and to plan with local people. The dates for the workshop were set for January 22–26 and April 2–6, with the interim for study and research. The purpose of the workshop was to think through the kind of school program needed in that community. Approximately seventy-five people participated, including a number of laymen. The workshop invited consultants from Tennessee institutions of higher learning and the Tennessee State Department of Education. The workshop during the first week met from four to nine o'clock each day. During this time the various areas related to the purpose were explored sufficiently so that the groups understood the scope of the necessary investigations; resources were identified for studying the outlines of the problems, and plans for the investigations were made.

Work groups were organized in the following areas: Using What We Know about Child Growth and Development, Planning the Twelve Grade School Program, Working with the Community and Using Its Resources, Improving Human Relations in the School, and Preparing for Citizenship Through the Social Studies. By the end of the week the workshop was thoroughly organized so that each group understood its job and how it could proceed. For the next two months the workshop groups met with local leaders and received invaluable help from consultants from the Chattanooga public schools, the State Department of Education, and from several universities in the state.

The New York University consultant kept in touch with progress by correspondence. During the Easter vacation (April 2–6) he again spent a week in the Chattanooga workshop which again met for five afternoons and evenings with everyone in attendance. Proposed plans were evaluated. Conferences for implementing plans were held and arrangements were made for publishing a report of

the results entitled: *Our Project: Better Education in Our Schools.*

The superintendent evaluated the workshop in these words:

This experience has enabled us to discover values in each other which in many instances we had not realized before.

The workshop has increased our means of communication with each other by expanding our common language and by helping us identify together a common philosophy for our school system.

The workshop has given direction to and has implemented individual and faculty in-service growth.

The workshop has prepared us to go forward in the development of our twelve grade school, and it guarantees that the programs in the other schools —in all schools—will be coordinated in this forward movement.

We have had a rare experience and inspirational leadership. The real test for us will be in the degree to which we are able to follow through.[4]

Although the purpose of the workshop was to develop a program for one school, the values of the workshop went far beyond the original purpose. Mutual respect, friendship, and the joy of working together are qualities which carry over into all that a person does. Because people were changed, the entire school system was changed, and it was changed in the direction of better education in response to the challenge of the workshop.

Some of the specific accomplishments of the workshop were the following:

▶ A statement of a proposed philosophy for the twelve grade school
▶ A curriculum guide for teaching-learning activities in the social studies
▶ An investigation of the importance of the school lunch program
▶ An investigation of democratic processes in the classroom
▶ An investigation of democratic school administration
▶ A study of neighborhood parent-teacher conferences
▶ A file of community resources
▶ An investigation of vocational opportunities in the community and plans for the pre-vocational program in the new school

Other examples could be given of continuing, year-round workshops. Wherever they have followed sound workshop procedures they have added much to the effectiveness of teaching.

[4] *Ibid*, pp. 160-161.

Chapter 2

Setting Up Your Workshop

A successful workshop is a dynamo generating power throughout the educational organization. If the school system has no broken or closed circuits, the power generated produces almost unbelieveable results. One of the functions of administration is to keep a school system in good running order, and a good education workshop does just that.

A look at the workshops described in Chapter 1 suggests four phases necessary to the total job of planning and conducting workshops. They are recognizing the need, making plans, getting started, and taking stock. This chapter states some principles and sounds some warnings about these four operations. Not all of the details of operation or illustrations used are equally applicable to the several kinds of workshops described in Chapter 1. However, the principles apply to all workshops. We invite the reader to select from the details discussed those which may be useful in his situation.

Recognizing the Need

Teachers and others must feel a need for a workshop if the venture is to succeed. Understanding of the need grows, of course, as the workshop develops but a basic commitment to the workshop comes only if participants are saying to themselves and others, "This workshop is necessary. It will help *us* with our classroom

problems. We want it." This means that membership is voluntary. Forced labor, regardless of how subtle the pressure may be, is rarely creative. If the need is recognized, then the "work is love made visible."[1]

The need for a workshop may grow from a specific problem facing a number of people. Perhaps the school system is expanding and a new building must be planned. The individuals concerned may find a workshop experience one of the most fruitful ways of accomplishing this job. Or perhaps a school system has had a survey, and rather far-reaching curriculum changes have been recommended. How to accomplish these changes becomes an urgent problem of the administration. We know it cannot be done by fiat. The workshop gives time and resources to examine the problem.

Or the need may grow from a general feeling that a staff needs time together, time to become acquainted, time to learn to think together, time to come to some common philosophical agreements.

The alert administrator can do many things to stimulate a general recognition of the value of a workshop. He can take the role of stimulator, facilitator, and harmonizer, in these ways:

▶ Arrange for two or three classroom teachers to participate in, or visit, a successful workshop. Soon teachers will be saying, "Wonder why we can't do something like this."

▶ Introduce workshop techniques, such as discussion groups, buzz sessions, and coffee time into the conferences, institutes, and meetings held as a regular part of school business.

▶ Organize cooperatively a week-end conference on some urgent problem for the purpose of reaching a decision. Conduct the conference along workshop lines and *implement* the decisions reached.

▶ Make available in teachers libraries or school rest rooms a few of the best statements about workshops.

▶ *Listen* to suggestions coming from your associates and be ready to demonstrate the values of group thinking and group solutions.

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[1] Kahlil Gibran, *The Prophet.* New York: Alfred A. Knopf, 1923, p. 33.

▶ Keep communication flowing both ways and be sure all individuals and groups within the school system and community are encouraged to feel that information is readily accessible.

▶ Develop consciously a readiness for participation in policy-making.

▶ Reconcile differing points of view through listening, discussing, conferring, cooling off, and synthesizing.

These are all processes fundamental to workshops. If they are employed day by day by administrators in their dealings with people, a readiness for working together on common problems will be built. Every school system and every university has problems which will yield to a workshop approach. *Solutions can be handed down by decree, but the problem remains unsolved in the mind of the individual unless he has been active in solving it.* The power generated by the workshop dynamo is useless until it is put to work through group processes to do jobs that are there to do.

Making Plans

Plans for a workshop are made cooperatively by all concerned. This takes time. This section will raise some of the questions that relate to this principle of cooperative planning. Specific solutions to the questions will have to be worked out cooperatively in each situation.

Few of us can get as steamed up about the other fellow's ideas and plans as we can about our own. Nor are we likely to respond enthusiastically to plans partially formulated and presented for approval. The decision to have a workshop should be reached through mutual agreement, coming from much discussion and many shared experiences. As soon as the decision is made, a representative planning committee selected, if possible, by the total group concerned should be formed to think through the problems related to the organization and operation of the workshop.

Whom should the planning committee represent? All groups concerned! If it is a public school workshop, the planning commit-

tee should represent at least the classroom teachers, the administrators, and the supervisors. Representation from the board of education may be advisable. If the community has a citizens' education committee, this group probably should be included. In some instances, the students would be represented. In others custodial, cafeteria, and secretarial staff would be a part of the committee. Previous ways of working, organization within the school and community, and lines of communication are factors to be considered as decisions are made about the composition of the planning committee.

How do you form a planning committee? Ideally each group represented on the committee names its own delegates. This is not always possible or feasible. If the teacher group is split into two or more organizations, the planning committee may be handicapped by having a teacher who represents an organization rather than all of the teachers. Some individuals will have membership on the planning committee by virtue of their positions. For instance, if the workshop is a university project, heads of all cooperating departments probably need to be members of the planning committee. Whatever method is used, care should be taken in forming the planning committee so that participating individuals and groups feel good about the manner in which the committee was named. The spirit of the act is as important as the machinery used.

It takes time to consider carefully the many ideas related to making plans for a workshop. You can't raise a beanstalk overnight without magic; nor can you plan a workshop between four and six some afternoon. Four or five months are needed if plans are to have a chance to soak, to sprout, to grow, and to mature. The metaphor is not too farfetched. Someone gets an idea. It may not be picked up at the time it is proposed. But after it soaks awhile, perhaps it begins to sprout as individuals go about their work. Maybe it's ready to grow a bit the next time the committee meets. As the committee cultivates the notion, it grows and perhaps climbs in a different direction than was originally conceived. If given time, the idea matures. *But it takes time.*

What areas are to be planned for? Financing, arranging facili-
ties, selecting staff, and keeping communication fluid are four of
the major ones.

Financing

Financing is, of course, a basic problem. If the workshop is one
sponsored by a university or college, for which credit is granted
and tuition received, the financial problem is largely a matter of
deciding how to allocate the funds available. How much of the
tuition income may be spent? Usually the university has a policy
for allocating a certain amount for overhead. Of the amount avail-
able for spending—after such fixed costs as salaries and rental of
facilities are paid—allocations are made for arts and craft mate-
rials, for audio-visual aids, for library, for mimeographing, for
paper and like necessities.

If the workshop does not give credit, it is probably without bene-
fit of fixed income from tuition. Then a solution has to be found
for the problem, "How can we pay for it?" Many school systems
find great dividends in heightened morale if the board of education
underwrites the workshop at least in part. The superintendent of
one school system which has had long successful experience with
workshops says, "The board of education, when making specific con-
tributions to in-service education by providing workshops, helps to
guarantee the success of such projects. Our board subsidizes our
workshops about 75 per cent."

By using public school buildings and resources within the school
system, costs may be materially reduced. If the workshop is a liv-
ing-in experience, usually the policy is for workshoppers to pay a
major portion of their room and board with the board of educa-
tion providing instructional staff and transportation.

Another phase of the financial problem is whether or not recog-
nition is granted on the salary schedule for non-credit workshops.
Practice is not consistent with theory at this point. Many salary
schedules are automatic, with training and experience being the
two important factors. The training recognized in the past was

usually limited to that carrying college credit. It seems reasonable for teachers to expect recognition on the salary schedule if the workshop is comparable in time and expenditure to a university course even if it carries no credit. Many superintendents agree with the following statement of one school administrator:

We feel that more college and university instruction should be centered around field work developed in the local school communities and dealing with the recognized needs as determined by the local faculty committee and teacher groups. To me, this is the heart of the newer approach to in-service education.

If this approach is accepted, the granting of credit is incidental to the larger problem and workshop participation would be recognized in salary schedules.

Arranging facilities

Another problem in making plans for the workshop is securing adequate facilities. This problem varies in its complexity from place to place. If living facilities are needed, the job may be a big one. An individual's attitude toward the workshop is conditioned considerably by how well he feels he is being fed and lodged. Some groups are satisfied with camping facilities that provide a dormitory situation with steel cots for beds. Others require individual rooms with much more comfortable facilities than an ordinary camping situation. Those responsible for selecting living facilities need to know the expectancies of the participants and do everything possible to match expectancies with available facilities. Surely individuals should know what kind of living accommodations to expect before they decide whether or not to join the workshop.

Don't underestimate the importance of good food. Even if participants eat only one meal together, the quality of that meal affects the morale of the workshop. Some workshoppers plan their own menus and assist in preparing the meals. People learn quickly in a kitchen how to work together so that results are appetizing and nourishing.

Movable furniture is a must for workshop groups. Those planning for facilities have to know the number of rooms required for work groups, the laboratories necessary, the rooms needed for larger and smaller groups which meet for specific functions, the requirements of a good assembly room for the total workshop. In general, auditorium-like situations are avoided. Perhaps the total group can meet in the library around tables, or in the lunchroom. If the assembly room is too large for the group, many problems arise. It is probably hard to hear, people tend to scatter over the entire room, seats are likely to be fastened down so that looking at the backs of necks is unavoidable. Rooms for work groups should be equipped with tablet-arm chairs or tables small enough to allow flexible arrangements. Round tables or tables arranged in hollow squares are ideal since they aid communication. Book shelves, display tables, and bulletin boards are desirable.

An arts and crafts laboratory is important in a workshop because it gives teachers a chance to know the tremendous satisfaction that comes from working with the hands. The laboratory will be most useful if workshoppers may come in and work whenever they feel like it and if materials are easily accessible and of a variety to appeal to individuals with varying degrees of skill and creativity.

A room set up so that simple science experiments may be carried on contributes greatly to a workshop and is probably more useful than an elaborately equipped science laboratory, since most teachers do not have elaborate facilities with which to work. With a minimum amount of equipment and the help of a science consultant, teachers learn innumerable ways of enriching living within the classroom as their understanding of the world around them increases.

Workshop facilities should include a place where a library can be set up. Many workshops find that grouping books according to areas of interest is more useful than using a library numbering system. Frequently libraries operate on the self-service basis with a minimum amount of supervision. The loss of books is usually

negligible. However, large workshops such as the one conducted by University require the services of competent librarians.

With a little effort and planning the entire workshop can be made an attractive, interesting, and informative place. One summer workshop had a flower committee to arrange fresh bouquets for the general assembly room, the library, the lunchroom, and other meeting places. The arrangements were unique and beautiful. The flower committee was one of the most appreciated committees in the workshop. Before the summer was over nearly everyone who had a garden was bringing flowers to share with others. Exhibits and provocative bulletin board displays which are frequently changed heighten interest and teach the possibilities of the visual approach to learning.

In planning facilities flexibility, informality, attractiveness, and usefulness are considerations to be kept in mind.

Selecting Staff

One of the most exciting and at the same time toughest parts of the planning is deciding upon staff. Staff cannot be determined intelligently until the problem areas have been decided upon. Yet competent staff has to be engaged months before the workshop is going to take place. Usually a compromise results. The need for some staff competencies is fairly easy to anticipate as a result of the on-going work in a particular situation. People having these competencies can be engaged early. The rest of the staff is then built around this nucleus as other needs become apparent. In selecting staff these questions are asked:

▶ Are the individuals under consideration skillful in using workshop techniques?

▶ Do they know the problems of the workshop group as a result of experience in school situations?

▶ Does the proposed staff represent both diversity and unity in thinking?

▶ Are the competencies of the proposed staff complementary so that there is a wide range available?

▶ Do they show promise of being able to work as a team?

Keeping Communications Fluid

Another fundamental problem in making plans is consistently keeping in communication with the body politic. Checking back and forth by way of questionnaires is good but not enough. Short informal meetings held at each of the schools are needed if the teachers are to keep their sense of being a part of the enterprise. In larger systems, attention to communication becomes more important. One function of the planning committee is to *keep those participating talking*. If the workshop is one given by a university, advance registration may be secured by mail and those thus enrolling may receive information which helps to orient them to workshop procedures. This may be the first step in the long line of communication between members and staff.

Other Types of Planning

In addition to the major problems of financing, arranging for facilities, selecting staff, and keeping communications fluid, numerous other decisions must be made as plans are made. Following are some of the questions that will come up:

▶ *How large should the workshop be?* Shall we hold it if only fifteen teachers are interested? Shall we close enrollment at 100 or let it become larger? The size of the school system, the purposes of the workshop, the resources available and the facilities will affect your answers. Effective workshops have been held with as few as 40 people and as many as 200.

▶ *How long should the workshop last?* Two, three, four, five, or six weeks? Again many factors will have to be considered before a decision can be reached. If college credit is granted, certain limitations will be present which may determine the answer. If it is a public school workshop, the length will depend somewhat upon other projects under way, the need and purposes of the workshop, and financial resources available. Usually a minimum of three weeks is needed while six or eight weeks often proves better.

▶ *How long should the workshop day be?* Climate, transportation facilities, habits developed in connection with the regular school day will need to be considered in determining length of the workshop day. Whatever the decision, remember time is the essence of growth. A day pared off at both ends leaves little time for effective results. Five to seven hours including lunch time may be considered the minimum.

This section has highlighted some of the important areas which have to be considered as plans are made for getting the workshop under way, but plans and planning are continuous throughout the duration of the workshop. One of the characteristics of the workshop way of learning is that plans are flexible enough to be changed when the need arises. We must not lose sight of the necessity to continue planning, to be able to change plans which have been made prior to the opening of the workshop, and to assess plans as they are tried out.

Getting Started

Let's assume the workshop is ready to go. Plans have been well made and participants are eager to get started. How does the workshop get under way so that real dividends result? Many people experienced in leading workshops confess some anxiety about this phase of the workshop. The principle is: *Balance structure and flexibility so that workshoppers feel secure yet challenged.* Nice distinctions are required to keep the scale from tipping too much in one direction or the other. Individuals vary greatly in the amount of self-direction they are able to take, so structure and flexibility have to be blended differently for each workshopper.

Four aspects of getting started merit comment. They are orientation, determining problem areas and organizing work groups, organizing service committees, and scheduling.

Orientation

The workshopper's orientation is double-pronged. He is oriented

to workshop ways of working and to the area within which his problem falls. In other words, orientation is both process-wise and content-wise. Sometimes enthusiastic workshop leaders neglect orientation to content. Let's examine each for the purpose of identifying important dividends if orientation is done with insight.

For many people who have never experienced a workshop, the ways of working are baffling and disturbing. This is not surprising. In spite of what we know about how people learn, many teachers have had little chance in their training to plan, to choose, to try out, and to assess. We fear many are still left out of the councils when policy is made within a school system. We know that one learns to plan by planning, to make decisions by deciding, to assess by assessing results. If a person has reached maturity and has had little or no chance to use these processes in his professional life and some summer goes to a workshop, it is unreasonable to expect that person to have any psychological readiness for the situation. To be able to choose can be a trial as well as opportunity.

What can we do to orient individuals to workshop methods after they reach the workshop? Many ways to begin orientation before the workshop starts were mentioned in the discussion of Recognizing the Need. Giving a brief factual description of workshops to participants adds security. As teachers, we respond to having something written down which we can have in our hands. We recommend, then, that workshoppers be given a copy of one of the statements about workshops which are available or that a description be mimeographed and distributed. Some workshops prepare their own handbooks.

Taking time when the group first assembles to discuss workshop procedures yields more if it is practical, concerned with immediate expectations (those of the first few days), and if ample time is given for questions from workshoppers. Know, however, that regardless of what is said in these beginning meetings, workshoppers will recommend at the end of the workshop that a better orientation be given the next time a workshop is conducted. It happens every time! For workshops must be experienced. Much that is

talked about is meaningless until it is personally experienced.

Orientation process-wise, if it is effective, includes actual experience with group processes arranged in such a manner that the workshopper is led step by step into deeper channels as he is ready for them rather than pushed off the end and told to sink or swim. Participating in a buzz session to solve a simple question or to get acquainted is a helpful first step. Breaking the total group into smaller groups makes participation more tolerable for individuals who are shy or confused. Arranging for former workshoppers to act as "buddies" to newcomers develops security and warm, friendly feelings. Singing together in the first general meeting, having fun together during lunch the first few days, wearing name tags (large enough so that names may be readily seen), and using first names, if it can be done with ease—all of these are processes that tend to get people in a mood of psychological readiness for developing secure relationships, for informality, and for easy expression and participation.

Careful planning process-wise of the first three or four days of the workshop is essential for a rich experience. The goal is to arrange the environment so that processes gradually become more complex and workshoppers take more responsibility for their own decisions about the use of time and energy. Once the individual is thoroughly anchored, secure in the knowledge of his own capacity to gather sustenance from all sources for his needs, his growth is assured.

We haven't enough know-how yet. We haven't found a formula that tells us how much structure, how much flexibility, and how we should put them together for the best results. Future workshops will give us additional insights. You may find ways not mentioned in this booklet. Remember that initiative and self-direction don't grow overnight. It takes time. One has to learn by hard work, by trial and error, and by experiencing how to organize workshops for the most effective growth of individuals and groups.

At the same time that orientation is taking place process-wise, some new vistas are being unfolded content-wise. Many teachers

come to a workshop with vague notions about why they are there. If they have been teaching for a number of years they may not have had the chance to keep abreast of new developments, or perhaps their training even in pre-service did not give them adequate foundations of professional knowledge.

Time spent during the first few days in a stimulating exploration of frontiers of educational thought shapes the type and scope of problems tackled in the workshop. This exploration takes place in general assemblies and in sectional meetings. During the first week, general assemblies may be planned to include frontier thinking in the areas of concern to workshoppers. For example, if the workshop is concentrating on child growth and development, the most penetrating thinkers available are asked to present the latest research, the common agreements, the moot questions, and resources available for workshoppers to tap. Sectional meetings may be used to amplify and clarify general sessions. A few days of this kind of exploration gives the workshopper personal security and helps him understand the range of available choices for study. He approaches his own study knowing many of its limitations and its reaches. He knows in part where he can go for help and what he has to consider if he is to have valid findings.

We doubt if it is wise to choose a problem for workshop investigation before some kind of exploration has been made. True, some individuals will know before they come to the workshop the problem they wish to investigate. Even these may have their sights raised by expert leadership or the stimulation of the group.

One workshop in which problems were chosen prior to an orientation of this kind expressed these reactions in an evaluation of their experiences:

We had to state our problem the first day. Then groups were formed on that basis and we were stuck with that problem the whole summer.

Some had their problems so narrowly defined that no room was left for additional insights. They refused to take in related fields.

Don't feel that everyone must have a clearly defined problem. As a matter of fact, let's forget the superficial problems and get down to the basic insecurities.

This last comment raises another interesting point. As one woman put it, "I came to work on teaching methods, but I found that what I needed and wanted was to work on me." Often workshoppers find in working together that the problem which they considered so important is only a symptom resulting from their own insecurities, inadequacies, or hostilities. As process and content orientation occur simultaneously, each affects the other. Frequently we find the most significant growth coming from a change in attitudes and values. This has a greater chance to happen, it seems, if content and process are both considered necessary facets of orientation.
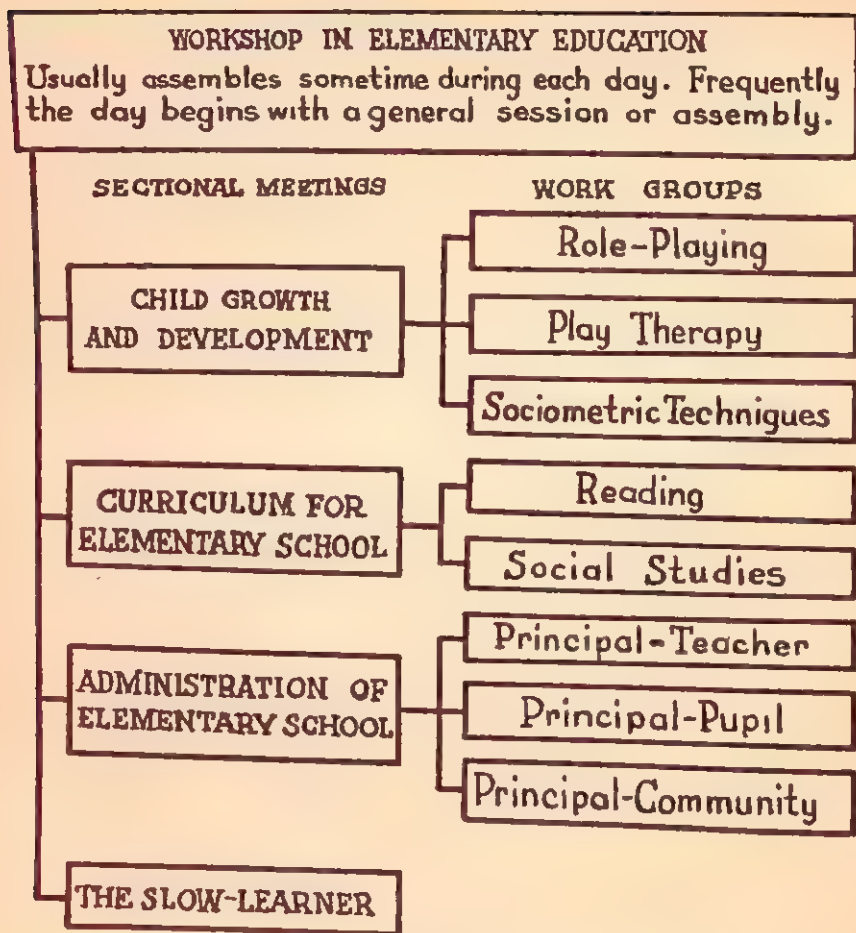
Identifying Problem Areas and Organizing Work Groups

The problem areas to be considered in a workshop and the organization of work groups emerge from orientation. If the orientation is effective, problem areas become identified and small groups of people find themselves having similar concerns. From this nebulous, fluid state grows an organization having body to it. Let's see how it happens. For a few days, the exploration has been continuing. In sectional meetings of the total workshop, the group discusses ideas presented in general assembly. Let's continue with a child development section of a workshop. After a general assembly on play and group therapy, one participant stated that she had read Virginia Axline's book [2] and would like to know more about how she could use some of the play therapy understandings and insights in her own classroom. Several others in the group expressed similar interests. Another day the subject of using group processes in the classroom was discussed. Two or three teachers had had limited experience with sociometric techniques, and one had used role-playing but was not satisfied with the results. From these discussions it became apparent that several people wanted to study this problem as it related to working with children in the elementary schools.

After a few days of exploration, the time seemed ripe to begin

[2] *Play Therapy.* Boston: Houghton Mifflin Company, 1947.

more definite structuring of the workshop. The organization of
the workshop is diagramed below.

WORKSHOP IN ELEMENTARY EDUCATION
Usually assembles sometime during each day. Frequently
the day begins with a general session or assembly.

SECTIONAL MEETINGS   WORK GROUPS

CHILD GROWTH AND DEVELOPMENT — Role-Playing / Play Therapy / Sociometric Techniques

CURRICULUM FOR ELEMENTARY SCHOOL — Reading / Social Studies

ADMINISTRATION OF ELEMENTARY SCHOOL — Principal-Teacher / Principal-Pupil / Principal-Community

THE SLOW-LEARNER

The aim of the general sessions is to form a series of common
experiences broad enough to be of interest to all. Just as a skin
specialist is interested in the total field of medicine if he is to merit
the name of doctor, so a football coach is interested in the total
field of education if he is to merit the name of educator. The gen-
eral sessions serve a professionalizing function.

The total membership of a workshop, unless it is under twenty-

five, cannot work as one group all the time. On the basis of inter-
ests the total group may divide into sections. A human relations
workshop had these sections: Sociological Bases for Human Rela-
tions, Clinical Studies, Child Development and Human Relations,
Curriculum and Human Relations, Group Dynamics and Human
Relations. Sections usually have from twenty to thirty members.

For most purposes groups of twenty-five are still too large for
maximum results. Most sections divide still further into smaller
groups of seven to ten people who wish to work together intensively
to explore one facet of a bigger problem. These small groups are
known as work groups, study groups, or committees. A work group
on play therapy, for instance, may be a part of a section on child de-
velopment which is a part of a total workshop on elementary edu-
cation.

The work groups are the heart of the program. They require
attention if they are to function effectively. The schedule of the
workshop recognizes their need for frequent and uninterrupted
meetings. They require a place conducive to work. Tables and
chairs in a pleasant room are ideal. Some hints for productivity
based on experience with many work groups follow.

▶ *Use first work group sessions for two purposes.* The first is to
become acquainted with each other so well that you begin to feel
a team spirit. If one person is secure enough to let his hair down
he can short-cut the process of developing group morale.

The second purpose is to become acquainted with your problem
and with each person's interests and unique experiences with that
problem. In this way, a spirit is gradually developed which helps
members feel comfortable and at home.

▶ *Help develop cooperative methods in each work group.* This leads
us into a recognition of group processes. Discussion techniques,
problem-solving approaches, use of resources, and evaluative tech-
niques are utilized in effective work groups. These are a part of the
learning. An understanding of group roles is sought. Participants
become familiar with the functions of the leader or chairman. The
roles of the observer and recorder are utilized in carrying on the

business of the work group. The group arranges opportunities for its members to practice these several roles.

The group understands the many roles, both positive and negative, which are constantly at work within a group, such as the summarizer, the blocker, the change-agent, and others. The group learns how to handle these roles constructively. Flow charts are kept and discussed in an effort to raise the level of group discussion. (See Appendix). Other group evaluative procedures are used, such as the Post Meeting Evaluation Form (See Appendix). In other words, each work group considers the way it works as part of the content of the group.

The spirit of the work group is crucial. What we are seeking is a democratic group, for we know from research[3] that this type of group holds the greatest promise for improved behavior. The staff member observes the group and guides it toward ways of working which avoid laissez-faire and autocratic methods. We must consciously avoid group tyranny. Lindeman states the ideal in these words: "The good man knows how to work in and through groups but steadfastly refuses to become collectivized." [4]

▶ *Check work groups early for difficulties.* After such a check, the entire section may profit from a discussion of its work thus far. Some individuals may wish to change to another group. Some groups may be floundering because of ineffective leadership. Some may show signs of cliques developing. Others may be saddled with a self-appointed, domineering leader. The staff member or leaders of the section are responsible for spotting these and similar problems and finding ways to help the group to work out its difficulties before group morale breaks down. Spot checking is necessary throughout the life of the work group, but it is particularly important during the early stages.

▶ *Help work groups to locate resources and to use them fruitfully.*

▶ *Bring work groups together at frequent intervals.* The purposes

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[3] Kurt Lewin, "Experiments in Social Space," *Harvard Educational Review,* 9 (January 1939), p. 31.

[4] Edvard Lindeman, *Address on Occasion of Celebration of Eightieth Birthday of William H. Kilpatrick.* Mimeographed Notes, 1951.

of these gatherings are to share experiences, to air common problems, to open up additional fields so that the section maintains a sense of wholeness about its work and a sense of group identity. Some of these gatherings may be occasions to hear from a visiting resource person, invited by one group, but of interest to the entire section.

▶ *Arrange for communication between work groups.*

▶ *Schedule for stability as well as accomplishment.* In most workshops the work groups are scheduled to meet for about two hours each day. Many experienced workshop staff members think that the schedule for work groups should be inviolate except for unusual events. The morale of the group breaks very quickly if meeting times are constantly shifted about and time from work groups is used for other purposes. The group cannot be expected to live up to a schedule which it sets for itself if a basic element of that schedule, time, is altered.

As the workshop comes to its closing days, participants are faced with the problem of deciding how much of each group's efforts should be shared with the total workshop. We recommend a maximum of flexibility in making this decision. Perhaps each work group should decide whether or not it should share its outcomes with the total group. Not all outcomes are equally sharable. Some of the most significant outcomes are feelings, insights of individuals which are either too personal or too vague to put into words or into art or music forms. Having something to share is not necessarily a mark of successful workshop experience. It is not a *must*. If it becomes a must, two things are likely to happen:

Groups may be encouraged to become competitive to see which group can make the best showing.

So much emphasis may be given to how we share our outcomes that little time is given to exploring deeply the problem under consideration. A premium should not be placed on clever presentations. They may represent superficial results.

Let sharing come as a result of a need and occur when it is timely. This may be at the end of the second week or any other

time during the workshop as well as at the end. Avoid the kind of reporting which emphasizes a historical, skeletonized approach. That sharing is most meaningful which raises questions, stimulates thinking, or moves one deeply emotionally.

Organizing Service Committees

Every workshop needs a number of committees to carry on the business of the enterprise. These are service committees. Sound workshop practice encourages sharing the jobs which have to be done. Service to the total group by each participant becomes a goal of the workshop. Helping each other is one of the highest levels of human relations.

While membership on committees usually is voluntary, everyone is encouraged to be active in one committee. Weekly schedules of most workshops provide a regular time for committee meetings so that at least part of the committee work may be carried on as a part of the regular workshop day. Usually additional meetings are necessary to accomplish the goals committees set for themselves. Committees are usually organized during the second or third meeting of the workshop. Some committees need a representative from each section or group in order to carry on their work. Each committee generally has a staff member as consultant. The staff member serves as a facilitator and a resource person—not as chairman. One aim of the workshop is to make committee membership a valuable learning experience for all participants.

Committees which are standard in most workshops are those concerned with planning, general sessions, social affairs, evaluation, and publications. Other committees sometimes needed are audio-visual aids, bulletin board, visitors, and lunchroom. Let's say a word about the five committees found in most workshops.

▶ *Planning Committee.* The planning committee must include a representative from each section or work group and from each service committee in order to accomplish its task. The function of the planning committee, or steering committee as it is sometimes called, is to coordinate the numerous ideas which grow out of the

workshop groups into a workable plan and schedule. This is a difficult task. There is never enough time to do all the things which workshop groups would like to do. Choices must be made, and if they are to be intelligent choices they have to consider the welfare of the total group. At the same time, the planning committee tries to see ways to satisfy smaller groups if this can be done without jeopardizing the total group's best interests. The temptation is to get the schedule so full that overstimulation or frustration results.

Since the program of the workshop is an evolving one, plans must be made as the workshop moves along. Plans are often made for a week or more ahead and are developed into a schedule for the week. Even so, unexpected opportunities come up. Then the schedule has to be flexible enough to allow for those activities which become important.

In many workshops a special time is set aside for the planning committee to meet in addition to the time provided for other committee meetings. This is desirable because the planning committee is a kind of super-committee coordinating all activities. Staff members attend planning committee meetings and participate on an equal basis with workshoppers.

The activities of the planning committee furnish a rich source for workshop learnings. For this reason many workshops invite all those interested to attend meetings, to observe, and to take part. Interaction between the various interests and personalities, the give and take that occurs, the manner in which agendas are built from the group itself, and the coming to decisions by consensus are phases of the group process operating in the planning situation. The effectiveness of these operations has profound influence on the total program of the workshop.

▶ *General sessions committee.* The function of the general sessions committee is to plan the general sessions of the workshop. To do this effectively, the committee must understand fully the relationship of general sessions to the total workshop, especially to the work groups. If this relationship is not clear, general sessions are

likely to be a collection of interesting, perhaps stimulating programs, without contributing toward common purposes and goals.

Many workshops have a theme or focus, and an effort is made to plan general sessions so that they contribute to the over-all theme. General sessions should be more than a series of worthwhile speeches. The question the general sessions committee has to ask itself is, "Will this general session contribute to the work we are doing and help us as individuals and groups to think more deeply about our problems?"

Variety in the general sessions is desirable. Films, role-playing, forums with buzz sessions, audience listening teams, and demonstrations are effective ways of presenting ideas. These methods for telling a story may leave a deeper imprint than a lecture type of session, although lectures may have an important place.

The committee has the task, too, of discovering resources within the workshop and utilizing these resources whenever appropriate. Work groups may ask for time to share their findings in general sessions or to bring up problems and issues for discussion.

If general sessions are an integral part of the workshop, problems of attendance, lateness, conflicting interests will probably be of minor importance. If these loom as major problems, the content of the general sessions should be examined.

▶ *Social Committee.* The social committee's function is to encourage informality and congeniality. Often this committee takes the initiative in planning activities for the lunch or dinner hour. Special social functions such as parties, barbecues, picnics, boat rides, and excursions to recreational areas are suggested by the social committee.

Organizing play for others is a ticklish business. A word of caution seems appropriate—avoid the social director stereotype. Group play and folksiness don't necessarily result in better feelings or eliminate feelings of shyness or rejection. Making a fetish of calling everyone by his first name, for instance, may cause some people real discomfort.

The social committee makes available opportunities for fellow-

ship by initiating activities that encourage general mixing, such as folk dancing and group singing. The social committee needs to be particularly sensitive to the wide range of differences in the kind and amount of play acceptable to individuals. In no other area is it more important to be sure a permissive climate prevails. People can't be pushed into friendliness.

▶ *Evaluation committee.* The evaluation of a workshop cannot, of course, be accomplished by a committee. The function of the evaluation committee is to stimulate discussion, to develop an organized approach to evaluation, and to pull together the evaluations of all groups into an interpretative statement of the values of the workshop as a whole. Each person evaluates the workshop every day. The evaluation committee helps all members to realize the importance of continuous cooperative evaluation that is related to goals.

Membership on the evaluation committee may be a rich learning experience in that the actual processes are being developed day after day and week after week. The evaluation committee of one workshop decided that one of its major goals was to learn as much as possible about constructive, effective evaluation. They first devised an instrument which helped to clarify the goals of the workshop because they believed that evaluation should be related to goals. At the end of the first week, each workshopper was asked to check the goals in order of importance to him. If his goals were not listed, he was asked to write them in. Workshoppers were asked to do this in general session and a few minutes were allowed for the writing. This procedure insured 100 per cent returns. These returns were summarized and the results fed back to the workshoppers in work group meeting.

The second type of evaluation which this committee felt was necessary was a series of interviews representing a random sampling of workshoppers. Interviews were held midway in the workshop, and approximately one-third of the workshoppers were interviewed. The members of the evaluation committee had valuable experience in conducting interviews. The results of the inter-

views were discussed with all the workshoppers, and attempts were made to do something about the weaknesses which came out in the interviews. In other words, the evaluation process brought about change for the workshop while there was still enough time left to see the effects of the changes suggested.

At the end of the workshop each individual was asked to respond to a questionnaire which was correlated with the statement of goals to which he had responded near the beginning of the workshop. The evaluation committee asked for time in the schedule to share the findings of its experience with the total workshop. In the last week they arranged the assembly room so that it was like a theater-in-the-round. Workshoppers sat all around the room as the evaluation committee did a socio-drama which reviewed some of the vital experiences of the workshop. The narrator assumed the role of an evaluator indicating some of the experiences that might have been better planned, some that worked out exceedingly well, and some changes that might be desirable. The evaluation committee also took the responsibility for doing a follow-up of workshoppers a few months after they returned to their teaching situations. The experiences of this committee have been detailed as an example of how evaluation can be continuous, cooperative, related to goals, and how members of the evaluation committee can learn from the procedures employed.

Evaluation which grows out of the workshop itself has more meaning than ready-made forms of evaluation which have been used in other situations. See the Appendix for some evaluative forms, as illustrations of what has been done in other workshops.

▶ *Publications committee.* If a workshop has more than two or three groups, some kind of news sheet is helpful to keep groups in communication. Many workshops have a weekly newspaper; others have a daily news sheet, informal and chatty. The publication often records workshop happenings and thus serves as an accurate source for personal and group planning. Summaries of general sessions, plans and activities of the work groups, social events, the daily or weekly schedules, and other items of interest are included.

Most news sheets are mimeographed. Some public school workshops use the professional house organ of the school system as the workshop newspaper during the summer workshop. Whatever is done has to be simple and should require a minimum of time. One of the first issues usually includes a directory of workshoppers with names, addresses, and telephone numbers.

Scheduling

Nearly all of the problems discussed in the section on Getting Started involve scheduling. The degree of structure and of flexibility considered desirable influences scheduling. Time is always at a premium. Lack of time causes frustration and may cause hostility. A nine-to-three schedule seems to offer more promise of permissiveness than a shorter day. A typical schedule for a day in many workshops looks like this:

9:00–10:00	General sessions
10:00–12:00	Meetings of sections or work groups
12:00– 1:00	Lunch and relaxation
1:00– 3:00	Committee meetings, conferences with staff members, laboratory experiences, work group meetings, trips, etc.

The planning committee, usually responsible for developing the weekly schedule, should be careful that too many competing activities are not scheduled at the same time. Another consideration in scheduling is to maintain a balance in activities. In some localities, for instance, an interesting trip could be taken every day of the workshop. The question that must be raised is, "Is this experience more valuable for us at this time than any other in which we might engage?"

If too many activities are scheduled away from the workshop environment, the group may suffer a loss of the feeling of belonging. Attempting too much lowers group morale. The planning committee has the responsibility of anticipating some of these persistent problems and leading the rest of the workshop in thinking about them as schedules are made.

Taking Stock

Stock-taking is an integral part of all workshop experiencing.
In getting a workshop started, plans are made for evaluation as the
workshop progresses. Unless these plans are built into the structure
of the workshop, the momentum of the activities under way may
push this important phase of workshop life into the background.

The staff takes stock of the workshop. Some of the questions
which the staff members ask are the following:

▶ Are workshop experiences going deeper than accomplishing a
superficial level of general good-will and friendliness?

▶ Are the problems being considered in this workshop significant
in today's world? Do they represent more than the trivia of
educational practice?

▶ Is the workshop including the information and know-how from
many different disciplines as we tackle our problems?

▶ Are workshoppers coming to know themselves better? Are we
giving them aid in this process?

▶ Are there any workshoppers who especially need our help?

▶ Are groups small and flexible?

▶ Are workshoppers growing in self-esteem and self-direction?

▶ Are the deeper problems of workshoppers coming to the surface?

▶ Are workshoppers acquiring some valuable know how?

▶ Are workshoppers developing the professional attitudes, values,
and behavior which characterize them as professionals?

The work of the evaluation committee is, of course, a part of
the stock-taking process. Staff and workshoppers have to be con-
tinuously on the alert to be sure that the workshop is on the beam.
If there are dissatisfactions, they should be considered and some-
thing should be done about them before they become unmanageable.

Taking stock goes on as a regular part of the workshop. It is a
part of every conference, every work group, every general session,
every social affair, but it is seldom labeled as such. It is an at-
titude which grows out of workshop philosophy and makes the
formal "now we will evaluate" become less and less important.

Chapter 3

Taking Inventory

This chapter serves as a summary of the principles and practices discussed in the handbook. As you read the Do's and Don't's of Workshop Practice and the Check List for Effective Workshop Procedure, you may find it helpful to size up your practices with those listed. Because workshops are creative endeavors, any list of specifics may "become dangerous if followed too well." Workshops allow participants to grow by facing problems as they arise. The opportunities to try out ideas, to make mistakes, "to mellow and to philosophize generously" are quite as important for workshops as are the more practical factors. This chapter may stimulate you to help workshop participants to devise their own list of do's and don't's to fit their own particular situations. It is in this spirit that these rather formal listings are included in the handbook.

Some Do's and Don't's of Workshop Practice

Do's of Workshop Practice

1. Plan the workshop cooperatively with participants.
2. Have an adequate period of orientation and make certain that the following areas are covered:
   a. Psychological implications of working together
   b. Psychological implications concerning finding one's true problem
   c. Psychological implications of indirect learning where one learns by experience

     d. Basic techniques of the group processes

    3. Consider the unifying effects of developing workshops around a central theme or problem.

    4. Allow for flexibility. Remember that schedules, pre-planning, and the like are subject to change.

    5. Develop enough structure to the program so that participants feel secure.

    6. Hold the workshop in a setting which encourages flexibility and informality. Insist on movable furniture.

    7. Gear the workshop to a program of action.

    8. Develop general purposes and be sure action is related to these purposes.

    9. Have available many materials which encourage experimentation, such as art supplies, simple science equipment. An arts and crafts shop and audio-visual laboratory are vital additions to workshops.

    10. Encourage the formation of groups without regard for subject areas or teaching levels.

    11. Encourage group study and group experimentation.

    12. Encourage the development of leadership within the workshop.

    13. Count service to the total group important.

    14. Use available means of communication to stimulate interest and to keep the total group informed. Bulletin boards, news sheets, and the like are important adjuncts to workshop activity.

    15. Use audio-visual aids, field trips, and other means of first-hand experience.

    16. Evaluate results continuously. An evaluation at the end means little in terms of consistent growth.

    17. Recognize planning as a continuous function through the utilization of a planning committee, which represents all groups in the workshop.

    18. Leave time in the schedule for individual conferences.

    19. Develop a selected library available to workshoppers and specifically composed to give assistance with workshop problems.

    20. Allow enough time for the workshop so that significant problems may be studied and solutions proposed.

21. Arrange to keep work group time uninterrupted.

22. Break down superficial barriers of status.

23. Utilize techniques for helping the workshopper to get at his unstated but real problem.

24. Encourage each member to participate actively.

25. Seek concrete, specific, and tangible results of the workshop.

Don't's of Workshop Practice

1. Don't let the workshop become too large. In most cases 100 to 150 is a maximum number of participants.

2. Don't plan a workshop using only short spans of time each session.

3. Don't force anyone to participate in a workshop.

4. Don't play the lone wolf in planning a workshop.

5. Don't call every type of meeting, conference, or study session a workshop.

6. Don't depend so extensively upon outside leadership that local leadership remains undeveloped.

7. Don't expect that one workshop will result in the solution of all the problems considered.

8. Don't expect a workshop to be a panacea for all ills.

9. Don't fill the schedule so full that no time is left for bull sessions, informal explorations, and the like.

10. Don't let folksiness grow to the extent that it is a substitute for hard work.

11. Don't emphasize individual study to the extent that group work suffers.

12. Don't over-program. This takes away from the potency of work groups.

13. Don't insist that every participant must have a stated problem.

14. Don't schedule several work groups for one room. Confusion and noise reduce effective thinking.

Check List for Effective Workshop Procedure

Staff

1. Are staff members warm, friendly, responsive individuals?

2. Does the staff represent a wide variety of competencies and interests?

3. Do staff competencies represent the needs of workshoppers?

4. Are staff members good listeners?

5. Does the staff serve in a consultative role rather than a "telling" role?

6. Does the staff work as a team?

7. Is time available for staff members to confer with workshoppers?

8. Do staff members practice democracy, group processes, and constructive human relations?

9. Does the staff have an experimental approach to learning?

Facilities

1. Are the facilities for the workshop attractive, functional, and flexible?

2. Does the workshop have a selected library available for use?

3. Does the workshop include an arts and crafts room?

4. Does the workshop include a science laboratory?

5. Does the workshop include an audio-visual aids laboratory?

6. Is adequate secretarial service available to the workshop?

7. Are adequate rooms available for general sessions, small group meetings, conferences with staff members?

8. Are eating facilities adequate?

9. Are facilities for housing workshoppers adequate?

10. Are facilities available for music and dancing?

11. Are typewriters and mimeograph machines available?

Policies

1. Does the workshop bulletin or newsletter provide for communication between groups, sections, and committees?

2. Do the service committees (lunchrooms, social, trips) facilitate the functioning of the workshop?

3. Is the schedule of the workshop planned by the planning committee, which includes the staff?

4. Are arrangements for follow-up of workshoppers and their activities a part of the program?

5. Is the schedule flexible?

6. Is evaluation continuous and cooperative and related to purposes?

7. Is attendance at the workshop voluntary?

8. Are the resources of the local press, radio, and TV used to publicize the workshop?

9. Is provision made for community participation in the workshop?

10. Is a thorough orientation program a part of the workshop?

11. Does scheduling permit small groups a maximum of uninterrupted time?

Program

1. Do the topics considered in general sessions contribute to small study group problems as well as to broader general topics and issues?

2. Are community resources used to enrich workshop experiences?

3. Do workshop members have fun together?

4. Are informal group meetings on special topics a feature of the workshop?

5. Are outside resources available to workshoppers?

6. Do workshoppers have a chance to do something about what they have learned?

7. Are provisions made for sharing results of work groups with the total workshop?

8. Are the problems considered by the workshoppers significant?

9. Do groups include a cross section of school levels?

Chapter 4

Looking Ahead

A statement about education workshops would be incomplete without a word about frontiers that remain to be explored. Today the workshop is recognized as offering unique opportunities for human growth and development, especially for in-service training of teachers. This seems a particularly appropriate time to ask ourselves what are the directions in which we should be moving as we look ahead to future workshops. It is not within the scope of this *Handbook* to do more than identify some of these directions. Three trends seem significant: increasing lay participation, making wider use of specialized workshops, and making follow-up studies of the effectiveness of workers.

Increasing Lay Participation

The public schools are receiving much attention from the total community today. Some of this interest is negative and frequently stems from a lack of understanding of the purposes and program of the public schools. Professional educators have the responsibility of utilizing the interest now evident and guiding it into constructive channels. The education workshop gives to all those interested in education significant ways of working together to solve school-community problems.

Workshops would doubtless be strengthened if more laymen were included in the planning. More opportunities would be avail-

able for relating the school program to the needs and problems of community living. Greater reality in approaching problems would be likely to result, and plans could be implemented with greater ease. When representatives of the community have been invited to participate in workshops, response has been exceedingly enthusiastic. Busy mothers rearrange schedules so that they can attend. Fathers come when and if their work permits and in many instances they make special arrangements to be present.

Through working together in a workshop, those who are trained professionals and those whom the school serves find that opportunities abound for the development of a modern program of education. Many school systems are fortunate to have the resources of citizens' committees on public education and parent-teacher organizations to work cooperatively in education workshops.. Others are looking for leadership in finding ways to become active in contributing to the welfare of children and youth. The education workshop is an effective means to develop such enterprises.

Making Wider Use of Specialized Workshops

The workshop way of learning has come to be accepted as so dynamic and powerful in converting plans into action that dozens of organizations closely associated with education now sponsor workshops in special areas. These workshops give teachers excellent opportunities to gain up-to-date understanding in areas relating to modern living. Frequently scholarships are offered by interested community groups for educational representation at these workshops. Some groups which sponsor such workshops follow:

Aviation Education

American Association of School Administrators, Washington, D. C.

Civil Aeronautics Administration, Department of Commerce, Washington, D. C.

National Education Association, Washington, D. C.

Conservation Education

Audubon Conservation Conference, Audubon Society, New York, New York

United States Forestry Service, Soils Conservation Service, Washington, D. C.

Economic Education

American Federation of Teachers, Washington, D. C.

Joint Council on Economic Education, New York, New York

Family Living

Vassar College, Poughkeepsie, New York

Human Growth and Development

New York University, School of Education, Washington Square, New York

University of Chicago, Human Development Center, Chicago, Illinois

University of Maryland, College Park, Maryland

Human Relations

Anti-Defamation League, New York, New York

National Conference of Christians and Jews, New York, New York

New York University, Center of Human Relations Studies, New York, New York

National Laboratory on Group Development, Bethel, Maine

Outdoor Education

National Camp, Sussex, New Jersey

New York University, Camp Sebago, Washington Square, New York, New York

World Understanding

New York University, Overseas Workshops, United Nations Institutes and Workshops, Washington Square, New York, New York

United Nations, Mt. Holyoke College, South Hadley, Mass.

United Nations in World Affairs, American University, Washington, D. C.

Another specialized type of workshop of particular interest to readers is the kind designed specifically for school administrators, supervisors, and those preparing for such posts. Good illustrations of workshops of this type are the Summer Workshop in Educational Leadership at New York University and the Summer Work Conferences for School Administrators at Teachers College, Columbia University. The sixteen universities which are associated in the Cooperative Program in Educational Administration, Middle Atlantic Region, have under way many studies and experimental programs which promise to contribute to the development of workshops

in the future. A check of projects reported in the *Second Annual Report of the Cooperative Program in Educational Administration, Middle Atlantic Region,*[1] indicates that the following may have pertinence for workshop development in the future.

PROJECT	SPONSOR
Pennsylvania District Superintendency Study	Pennsylvania Association of District Superintendents
New York District Superintendency Study	New York State Association of District Superintendents, New York State Education Department
Emerging Practices of School Administration	Metropolitan School Study Council
The Responsibilities of School Administrators	New York University
Analysis of the Central and Vocational High School Principalships in New York	Cornell University
Study of the High School Principalships in Pennsylvania	Lehigh University
Study of the Board's Job by Its Members	Metropolitan School Study Council
The West Virginia Leadership Projects	West Virginia University
The University of Virginia Project in Educational Administration	University of Virginia
Survey of Resources in the Washington Area for the Training of School Administrators	George Washington University and the University of Maryland
Training Group on Human Relations in School Administration	Teachers College, Columbia University
An Experiment with Group Processes in Large Classes	New York University
New York District Superintendency and Continued Professional Growth Project	Syracuse University
Administrative Seminar Project	Capital Area School Development Association and the New York State College for Teachers, Albany, N. Y.

[1] New York: Bureau of Publications, Teachers College, Columbia University, 1952, pp. 28-43.

| New Jersey Cooperative Project in Educational Administration | New Jersey State CPEA Coordinating Committee |
| Delaware Project in Educational Administration | University of Delaware |

Also being developed are administrative internship programs such as those sponsored by Teachers College, Columbia University, and by New York University, and interdisciplinary seminars and courses for school administrators such as those sponsored by the University of Pittsburgh, Syracuse University, and the University of Virginia.

The experience and insights being gained with group procedures in the above projects and the emphasis now being placed on workshop-type procedures in the programs of organizations such as the National Conference of Professors of Educational Administration, the American Association of School Administrators, and the Association for Supervision and Curriculum Development probably will result in the expansion of workshops for school administrators.

Follow-Up Studies of Workshop Results

A third direction which needs consideration exploration is following up the results of workshop participation. Some follow-up work has been done[1] but little of it has been systematic and comprehensive. We need some well organized, objective evaluation of such factors as:

Value of having teams from the same school attend workshops
Value of living-in workshops
Carry-over of workshop processes into classroom teaching and administrative procedures
Effective uses of consultant service
Effective membership patterns for work groups

As we continue to organize education workshops, it is to be hoped that these and other frontiers will be explored so that we may continue to improve our practices.

[1] See Chapter VI, "Evaluating Improvement Programs," in *Action for Curriculum Improvement,* 1951 Yearbook, Association for Supervision and Curriculum Development, National Education Association, Washington, D.C.

Appendix

Annotated Bibliography

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> A series of articles written by recognized educators who know that we must plan and work together in order to foster the mental health necessary for learning and understanding. Highly recommended for every member of a workshop.

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Flow Chart of Participation in Ten-minute Discussion
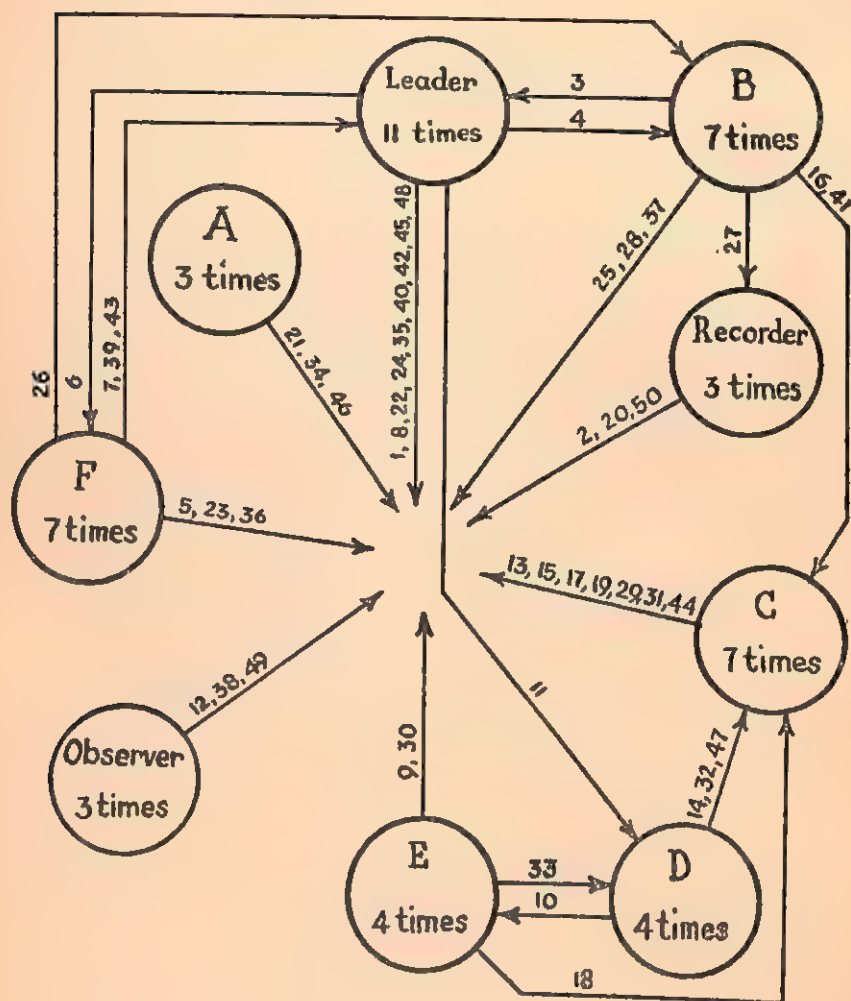
The arrows indicate the direction of the contribution. Note that some are directed toward the group, or are problem-centered; others are directed to individuals. The numbers indicate sequence of contributions.

An analysis of this ten-minute discussion reveals the following:

Everyone participating

Three very active participants: F, B, C

Extensive interaction: F-B, F-L, B-L, B-R, B-C, D-C, D-E, E-C, L-F, L-B, L-D

Thirty-three of 50 comments were problem-centered

Strong but not dominant leader

Forms

POST MEETING EVALUATION

Name. .... Group No..............

Your assistance in the evaluation of group meetings will lead to a more complete appreciation of the group development of your group and improvement in the training procedures. Please *check* directly above the *appropriate expression.*

1. How did you feel this meeting was today?

Inadequate	Unimpressive	Acceptable	Satisfactory	Very Satisfying

2. How could it have been improved?
3. Did you find yourself wanting to say things during the meeting that you didn't actually say?

Very frequently	Frequently	Fairly often	A few times	Never

4. Please list any reasons why you did not contribute.
5. What do you think this group was trying to accomplish today?
6. How far do you think the group progressed along these lines?

No progress	Very little	Some progress	Much progress	Objective achieved

7. To what extent were the things you personally hoped to get out of the meeting different from what you felt the group was trying to accomplish?

Completely opposed	Somewhat different	Unrelated but not incompatible	Fairly similar	Identical

8. In what way did they differ?

9. How fully do you think the members were in accord with what the group was trying to accomplish today?

Small minority in accord	Large minority	About half	Good majority	Complete accord

10. Comments:

EVALUATION OF TOTAL WORKSHOP

Education Bulletin No. 1
[Used by a Public School Summer Workshop]

At the end of the first workshop week, may we ask your help in an assessment of the standing and progress of the whole workshop endeavor thus far? Please answer the following questions and write in your comments. Be frank and honest in your opinions. *Do not sign.* Thank you.

I. Purposes

    A. Please number in order of importance (1, 2, 3, etc.) the real reasons you are in attendance at this workshop.

        Improve my own professional skills and understandings   _____

        Better understand the school system and its problems   _____

        For credit on the salary schedule   _____

        Desire to improve general teaching in our schools   _____

        Nothing better to do   _____

        Others _____   _____

        _____   _____

    B. Please number in order of importance what you consider should be the specific purposes of this workshop in terms of individual growth and in terms of our total educational program.

        To improve qualifications of individual teachers   _____

        To gain stimulation and guidance from the staff and others   _____

To move toward a generally accepted philosophy of
 education _____

To work on specific problems confronting you and *your*
 school _____

To provide a testing ground for future workshops here _____

To air points of view and "grievances" _____

II. Mechanics

  A. Are you generally satisfied with the organizational setup
 of the workshop? (Time schedules, accommodations,
 physical environment, etc.)

    Satisfied_____Fairly well satisfied_____Not satisfied _____

    Comments:

  B. Are workshop resources adequate and helpful?

                           Very helpful   Adequate   Inadequate

    Library

    Arts & Crafts

    Bulletin Boards

    Cafeteria

    Others:

  C. Do you find adequate opportunity, time, and space to:

    Carry on individual study

    Confer with staff members

    Use the library

    Enjoy arts and crafts

    Hold committee and group meetings

    Comments:

III. Group Action

  A. Are General Sessions: Interesting_____Stimulating_____

    Informative_____Related to real needs_____

    What type of General Session do you prefer?_____

  B. In Discussion Groups is there:

    Adequate leadership? _____

    Good participation by most members? _____

    A fair chance for you to participate? _____

    Hospitality to differences of opinion? _____

    Evidence of progress toward goals? _____

    Interest and stimulation? _____

    Any tendency for a few individuals to dominate dis-
 cussion? _____

    Comments:

  C. Do staff members:

    Have time to confer with you individually? _____

Help you to attain self-direction?   _____

Prove stimulating?   _____

Give adequate help with your real problems?   _____

Comments:

D. Do you feel relaxed, not "forced" in your membership in the workshop?

E. Do you feel that workshop procedures are democratic and demonstrative of actual democratic living?

IV. Personal-Social Relations

A. Have you had enough opportunity to meet new people?   _____

To know better other members of the profession?   _____

B. Do you find a friendly and congenial atmosphere among workshoppers?

On the part of staff members?   _____

C. Please state how well you think our present social and "relaxation" program fits into the total workshop picture _____

Any suggestions? _____

V. General comments and suggestions you would like to make about improving the type and quality of workshop activities?

Thank you for your help. Your comments and recommendations will receive the most careful consideration.

<div align="right">YOUR EVALUATION COMMITTEE</div>

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EVALUATION OF WORK GROUPS

[Used by a University Summer Workshop]

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Name: _____

Subgroup you worked with: _____

Please evaluate our work group in curriculum and in-service education by answering the following questions:

1. What were the strengths of our work group as you see them?

2. What were the weaknesses of our work group as you see them?

3. What suggestions do you have for improvement of work group activity another year?

4. What is your frank reaction to the role of the consultant? What suggestions have you for improvement for another year?

5. Did you use the materials available in Room 533 and did you find them helpful?

6. How could individual conferences with staff members be improved?
7. List any fellow workshoppers and staff members who have been particularly helpful to you.
8. List on the back of this form books and other materials you have read this summer.

EVALUATION OF GENERAL SESSIONS
[Used by a University Summer Workshop]

Will you please evaluate the general sessions we have had this summer by answering the following questions:

1. From the attached listing of general sessions, choose the three you consider most stimulating and tell why. *
2. From the attached listing of general sessions, choose the three you consider the least valuable and tell why.

* The list of general sessions for the summer workshop was attached to this evaluation form.

FOLLOW-UP EVALUATION
[Used by a University Summer Workshop]

Hi, Workshopper:

1. As you look back upon your summer experiences in the workshop, what influences seem most important now?
2. In what specific ways have the workshop experiences helped you in meeting your problems in (a) professional life; (b) community activities; (c) personal relations?
3. Have any situations arisen which you wish the workshop had prepared you to meet?
4. What skill sessions, consultations, and reading have helped you most?
5. Have you kept up the friendships made during the workshop? How?
6. Let's have some news about you to share with the other workshoppers.